

PE Curriculum Knowledge and Progress 2024-2025

PE							
YEAR GROUP & CLASS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	ADDITIONAL OPPORTUNITIES
R/Y1 PINE & YEAR 1 CEDAR	Net and Wall <i>Net and wall games 1</i>	Invasion Games <i>Invasion games skills 1</i>	Gymnastics <i>Balancing and spinning on points</i>	Striking <i>Striking and fielding games skills 1</i>	Dance <i>Mini Beasts</i>	Athletics <i>Athletics 1</i>	Expert practitioners available across school for additional PE sessions. LFC Foundation providing PE CPD to teachers. Delivery of PE curriculum. Beth Tweddle Gymnastics providing additional gymnastics sessions and necessary CPD for staff across KS1 & 2. St Helens Rugby Foundation providing additional invasion games sessions and
BREADTH OF STUDY	Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.	Perform movement patterns.	Participate in team games, developing simple tactics for attacking and defending.	Perform dances using simple movement patterns.	Take part in athletics activities.	
THRESHOLD CONCEPTS	Develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a range of physical movements and sporting techniques.						
MILESTONES	Develop tactics. Use hitting, running, jumping, catching and kicking skills.	Develop tactics. Use hitting, running, jumping, catching and kicking skills	Hold a position whilst balancing on different points of the body. Move with some control and awareness of space. Copy and remember actions. Link two or more actions to make a sequence	Develop tactics Use hitting, running, jumping, catching and kicking skills	Copy moves and positions. Move with coordination and control Link two or more actions to perform a sequence	Use rolling, hitting, running, jumping, catching and kicking skills.	

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			Jump in a variety of ways and land with control and balance. Stretch and curl to develop flexibility.				staff CPD across KS1 and 2. Holly, Chestnut and Non-Swimmers from Sycamore to complete swimming lessons in Autumn term.
YEAR 2 WILLOW & YEAR 2 CHERRY	Gymnastics <i>Spinning, turning and twisting</i>	Dance <i>Animals</i>	Net and Wall <i>Net and wall games 2</i>	Invasion Games <i>Invasion games skills 2</i>	Striking <i>Striking and fielding games skills 2</i>	Athletics <i>Athletics 2</i>	Swimming 25m unaided.
BREADTH OF STUDY	Perform movement patterns.	Perform dances using simple movement patterns.	Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.	Take part in athletics activities.	Performing self-rescue. Use all stroke effectively.
THRESHOLD CONCEPTS	Develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a range of physical movements and sporting techniques.						Breadth of afterschool sports clubs providing structured sporting opportunities for our children throughout the year.
MILESTONES	Hold a position whilst balancing on different points of the body. Move with some control and awareness of space	Copy and remember moves and positions. Move with coordination and control. Link two or more actions to perform a sequence.	Develop tactics. Use hitting, running, jumping, catching and kicking skills. Use the term opponent and teammate	Develop tactics. Use hitting, running, jumping, catching and kicking skills. Use the term opponent and teammate	Develop tactics. Use hitting, running, jumping, catching and kicking skills. Use the term opponent and teammate.	Use rolling, hitting, running, jumping, catching and kicking skills.	

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	<p>Copy and remember actions.</p> <p>Link two or more actions to make a sequence.</p> <p>Jump in a variety of ways and land with control and balance.</p> <p>Stretch and curl to develop flexibility.</p> <p>Travel by rolling forwards, backwards and sideways.</p> <p>Show contrasts.</p>	<p>Choose movements to show a mood, feeling or idea.</p>	<p>Lead others when appropriate.</p>	<p>Lead others when appropriate.</p>	<p>Lead others when appropriate.</p>		
YEAR 3 MAPLE	Gymnastics <i>Symmetry</i>	Dance <i>Space</i>	Net & Wall <i>Dodgeball</i>	Invasion Game <i>Hockey</i>	Striking <i>Cricket (Y3 LO)</i>	Athletics <i>Athletics 3</i>	
BREADTH OF STUDY	Take part in gymnastics activities	Perform dances	Play competitive games and apply basic principles suitable for attacking and defending	Play competitive games and apply basic principles suitable for attacking and defending	Play competitive games and apply basic principles suitable for attacking and defending	Take part in athletics activities	

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THRESHOLD CONCEPTS	Develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a range of physical movements and sporting techniques.						
MILESTONES	<p>Plan, perform, refine and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner</p> <p>Swing and hang from equipment safely (using hands).</p> <p>Show changes of direction, speed and level.</p> <p>Travel in a variety of ways.</p> <p>Improve the placement and alignment of body parts.</p>	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences. Create dances and movements that convey a definite idea.</p> <p>Change speed and levels within a performance.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p>	<p>Throw and catch with control and accuracy.</p>	<p>Maintain possession of a ball.</p> <p>Follow rules and play fairly as part of a team, winning and losing together.</p>	<p>Strike a ball and field with control.</p> <p>Follow rules and play fairly as part of a team, winning and losing together.</p>	<p>Sprint over a short distance.</p> <p>Run over a longer distance conserving energy.</p> <p>Use a range of throwing techniques.</p> <p>Jump in a number of ways, using a run where appropriate.</p> <p>Throw with accuracy.</p> <p>Aim to improve personal best.</p>	
YEAR 3/4 HOLLY	<p>Gymnastics <i>Arching and bridges</i></p>	<p>Dance <i>Vikings</i></p>	<p>Net & Wall <i>Tennis</i></p>	<p>Invasion Games <i>Basketball</i></p>	<p>Striking <i>Cricket (y4 LO)</i></p>	<p>Athletics <i>Athletics 4</i></p>	
BREADTH OF STUDY	<p>Take part in gymnastics activities</p>	<p>Perform dances</p>	<p>Play competitive games and apply basic principles suitable for</p>	<p>Play competitive games and apply basic principles suitable for</p>	<p>Play competitive games and apply basic principles suitable for</p>	<p>Take part in athletics activities</p>	

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			attacking and defending	attacking and defending	attacking and defending		
THRESHOLD CONCEPTS	Develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a range of physical movements and sporting techniques.						
MILESTONES	<p>Plan, perform, refine and repeat sequences. Move in a clear, fluent and expressive manner.</p> <p>Swing and hang from equipment safely (using hands).</p> <p>Show changes of direction, speed and level.</p> <p>Travel in a variety of ways.</p> <p>Improve the placement and alignment of body parts.</p>	<p>Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences.</p> <p>Create dances and movements that convey a definite idea.</p> <p>Change speed and levels within a performance.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p>	<p>Throw and catch with control and accuracy.</p>	<p>Maintain possession of a ball.</p> <p>Follow rules and play fairly as part of a team, winning and losing together.</p>	<p>Strike a ball and field with control.</p> <p>Follow rules and play fairly as part of a team, winning and losing together.</p>	<p>Sprint over a short distance. Run over a longer distance conserving energy.</p> <p>Use a range of throwing techniques. Jump in a number of ways, using a run where appropriate.</p> <p>Throw with accuracy. Aim to improve personal best.</p>	
YEAR 4/5 HAZEL	Gymnastics <i>Partner work pushing and pulling</i>	Dance <i>Romans</i>	Net & Wall <i>Dodgeball</i>	Invasion Games <i>Hockey</i>	Striking <i>Rounders</i>	Athletics <i>Athletics 5</i>	

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BREADTH OF STUDY	Take part in gymnastics activities	Perform dances	Play competitive games and tennis and apply basic principles suitable for attacking and defending	Play competitive games and tennis and apply basic principles suitable for attacking and defending	Play competitive games and tennis and apply basic principles suitable for attacking and defending	Take part in athletics activities	
THRESHOLD CONCEPTS	Develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a range of physical movements and sporting techniques.						
MILESTONES	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in a variety of ways, including flight, by transferring weight to</p>	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences.</p> <p>Create dances and movements that convey a definite idea.</p> <p>Change speed and levels within a performance.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p>	<p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role</p>	<p>Strike a bowled or volleyed ball with accuracy</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p>	<p>Strike a bowled or volleyed ball with accuracy</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a</p>	<ul style="list-style-type: none"> Combine sprinting with low hurdles over 60 metres. <p>Choose the best place for running over a variety of distances.</p> <p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take-off and landings when jumping.</p>	

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	<p>generate power in movements.</p> <p>Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <p>Swing and hang from equipment safely (using hands).</p>		<p>model within a team.</p>	<p>Lead others when called upon and act as a good role model within a team.</p>	<p>good role model within a team.</p>	<p>Compete with others and keep track of personal best performances.</p>	
YEAR 5/6 CHESTNUT	Gymnastics <i>Matching, mirroring & contrasting</i>	Dance <i>British Values</i>	Net & Wall <i>Tennis</i>	Invasion Games <i>Football</i>	Striking <i>Cricket</i>	Athletics <i>Athletics 6</i>	
BREADTH OF STUDY	Take part in gymnastics activities.	Perform dances.	Play competitive games and apply basic principles	Play competitive games and apply basic principles	Play competitive games and tennis and apply basic	Take part in athletics activities	

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			suitable for attacking and defending.	suitable for attacking and defending.	principles suitable for attacking and defending.		
THRESHOLD CONCEPTS	Develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a range of physical movements and sporting techniques.						
MILESTONES	<p>Create complex and well-executed sequences that include a full range of movements including: Travelling, balances, swinging, springing, flight, vaults, inversions, rotations bending, stretching and twisting</p> <p>Hold shapes that are strong, fluent and expressive.</p> <p>Include in a sequence set pieces, choosing the most</p>	<p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p> <p>Express an idea in original and imaginative ways.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p>	<p>Use forehand and backhand when playing racket games.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p>	<p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team</p>	<p>Strike a bowled or volleyed ball with accuracy.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team</p>	<p>Combine sprinting with low hurdles over 60 metres.</p> <p>Choose the best place for running over a variety of distances.</p> <p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take-off and landings when jumping.</p> <p>Compete with others and</p>	

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	<p>appropriate linking elements.</p> <p>Vary speed, direction, level and body rotation during floor performances.</p> <p>Practise and refine the gymnastic techniques used in performances.</p> <p>Demonstrate good kinaesthetic awareness.</p> <p>Use equipment to vault.</p>	<p>Perform complex moves that combine strength and stamina gained through gymnastics activities.</p>				<p>keep track of personal best performances.</p>	
<p>YEAR 6 SYCAMORE</p>	<p>Gymnastics <i>Counter balance & counter tension (3 weeks)</i> <i>Flight (3 weeks)</i></p>	<p>Dance <i>World War 2</i></p>	<p>Net & Wall <i>Badminton</i></p>	<p>Invasion Games <i>Tag rugby</i></p>	<p>Striking <i>Rounders</i></p>	<p>OAA <i>OAA</i></p>	
<p>BREADTH OF STUDY</p>	<p>Take part in gymnastics activities</p>	<p>Perform dances</p>	<p>Play competitive games and tennis and apply basic principles suitable for</p>	<p>Play competitive games and tennis and apply basic principles suitable for</p>	<p>Play competitive games and tennis and apply basic principles suitable for</p>	<p>Take part in outdoor and adventurous activity challenges</p>	

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			attacking and defending	attacking and defending	attacking and defending	both individually and within a team	
THRESHOLD CONCEPTS	Develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a range of physical movements and sporting techniques.						
MILESTONES	<p>Create complex and well-executed sequences that include a full range of movements including: Travelling, balances, swinging, springing, flight, vaults, inversions, rotations bending, stretching and twisting</p> <p>Hold shapes that are strong, fluent and expressive.</p> <p>Include in a sequence set pieces, choosing the most</p>	<p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p> <p>Express an idea in original and imaginative ways.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p>	<p>Use forehand and backhand when playing racket games.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p>	<p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team</p>	<p>Strike a bowled or volleyed ball with accuracy.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team</p>	<p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>Empathise with others and offer</p>	

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	<p>appropriate linking elements.</p> <p>Vary speed, direction, level and body rotation during floor performances.</p> <p>Practise and refine the gymnastic techniques used in performances.</p> <p>Demonstrate good kinaesthetic awareness.</p> <p>Use equipment to vault.</p>	<p>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p>				<p>support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>	
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Gymnastics Plan Beth Tweddle

	Autumn	Spring	Summer
PINE			Beth Tweddle Year 1 Curriculum
CEDAR	Beth Tweddle Year 1 Curriculum Travelling, Balancing and Rolling.	Beth Tweddle Year 1 Curriculum Travelling, Balancing and Rolling.	Beth Tweddle Year 1 Curriculum Travelling, Balancing and Rolling.
WILLOW		Beth Tweddle Year 2 Curriculum Jumps rolls and circuits	Beth Tweddle Year 2 Curriculum Jumps Rolls and Circuits
CHERRY	Beth Tweddle Year 2 Curriculum Jumps rolls and circuits	Beth Tweddle Year 2 Curriculum Jumps rolls and circuits	Beth Tweddle Year 2 Curriculum Jumps rolls and circuits
MAPLE	Beth Tweddle Year 3 Curriculum Balance, rolling, jumping and travelling.	Beth Tweddle Year 3 Curriculum Balance, rolling, jumping and travelling.	
HOLLY	Beth Tweddle Year 4 Curriculum Balance, rolling, jumping and travelling.	Beth Tweddle Year 4 Curriculum Balance, rolling, jumping and travelling.	
HAZEL	Beth Tweddle Year 5 Curriculum Cartwheels, handstands, vaults and rolls.		